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AUTHOR Neuburger, Wayne F.; Pettibone, Timothy J.
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ABSTRACT

Videotapes were used to determine disruptive versus relevant student behavior exhibited (1) with teachers trained under the Oral Language Program (OLP) implemented by the Southwest Cooperative Educational Laboratory and (2) with non-OLP teachers. Five categories of disruptive behaviors--gross motor, noise making, verbalization, orienting, and aggression--were identified. Data collection consisted of observing a child's behavior for 2 minutes. OLP-trained teachers elicited fewer gross motor and noise making behaviors from students. Non-OLP-trained teachers elicited fewer verbalization, orienting, and aggression behaviors. That different patterns of student responses resulting may have been due to teacher reinforcement since close physical distance is stressed in OLP training. (JH)

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Disruptive Behavior in the Bilingual Child as a Function of Teacher Training

by

Wayne F. Neuburger
Research Fellow
New Mexico State University

and

Timothy J. Pettibone
Educational Research Center
New Mexico State University

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Wayne F. Neuburger and Timothy J. Pettibone
New Mexico State University

A major educational problem of the American Southwest has been a lack of English proficiency by a large number of bilingual (Spanish speaking) students. One program that attempts to deal with this problem is the Oral Language Program (OLP) which has been implemented by the Southwestern Cooperative Educational Laboratory (SWCEL). OLP was designed to help marginal English speaking five to seven year olds become proficient speakers and understanders of standard English. SWCEL began implementing this program in 1967 and is presently in the final stages of field testing in the states of Arizona, California, Colorado, New Mexico, Oklahoma and Texas.

In order to insure proper implementation, SWCEL undertook the task of conducting numerous in-service training sessions for teachers of districts planning to use OLP. Under this program, more than 500 teachers have been instructed in the use of SWCEL's materials. In the spring of 1969, SWCEL institutionalized their training program by including it as a part of a developmental reading course (Education 455) at New Mexico State University.

The primary function of this training program is to instruct teachers in the use of twenty teaching techniques that help facilitate language learning. These twenty techniques are organized into five categories: 1) shaping and maintaining correct responses (reinforcement); 2) conventions (non-verbal cues); 3) modeling pronunciation; 4) correcting errors; and 5) evoking questions (Reeback, 1970). The teachers are given instruction in using these techniques

and then allowed to practice them in a videotaped micro-teaching setting. The teachers teach a lesson to bilingual children, are critiqued by a supervisor and other members of the class and then allowed to reteach the same lesson to another group of similar children. This training procedure was adopted by New Mexico State University.

Kniefel (1970) in a dissertation study compared the teaching behavior profiles of pre-service OLP trained teachers with pre-service non-OLP trained teachers. The two groups were compared while teaching OLP lessons and while teaching in a general teaching situation. These teaching experiences were recorded on videotape for later analysis.

Kniefel's study looked at the following teacher behaviors: approval, disapproval, structuring, restructuring, information and listening. These behaviors were observed in the context of both cognitive structuring and social behavior management. Teacher behaviors were recorded according to Spaulding's observational instrument STARS. In addition, a motor behavior categorization system was used to record head nodding, arm gestures, media manipulation, touching students and gross movement.

The results of the study showed no statistically significant differences between the behavior profiles of the OLP trained and the non-OLP trained teachers for the general teaching situation. However, the data reflected more approving head nodding and touching behaviors by the OLP trained teachers. These are often referred to as reinforcing type behaviors.

The present study utilizes the videotapes of Kniefel's study to determine disruptive versus relevant child behavior exhibited under OLP and non-OLP trained teachers. Disruptive behaviors were gross motor, noise making,

verbalization, orienting and aggression. According to Thomas, et. al. (1968), examples of these behaviors are:

Gross Motor: getting out of seat, standing up, walking, running, hopping, skipping, rocking chair, moving chair, sitting with chair in aisle, kneeling in chair, arm flailing and rocking body without moving chair.

Noise Making: tapping feet, clapping, rattling papers, tearing papers, throwing books or other objects onto desks, slamming desk tops, tapping objects on desk, kicking desk or chair and scooting desk or chair.

Verbalization: carrying on conversations with other children, calling out teacher's name to get his attention, crying, screaming, singing, whistling, laughing and coughing.

Orienting: turning head or head and body toward another child, showing objects to another child and looking at another child. Looking behaviors had to last four seconds unless the student made a turn of 90 degrees or more.

Aggression: hitting, pushing, shoving, pinching, slapping, striking with objects, grabbing objects or work belonging to another and throwing objects.

Relevant: any on-task behavior that lasts for the entire ten-second interval.

Other Task: any behavior that could not be classified as disruptive or relevant.

Numerous other studies (Harris, et. al., 1964; Allen, et. al., 1964; Becker, et. al., 1967; Thomas, et. al., 1968) have shown that social reinforcement is a strong factor in controlling child behavior. The present study explored the possibility of differences in child behavior as a function of teacher training.

METHOD

Subjects

Children: The children used in the study were members of a language development oriented first-grade class at New Mexico State University. Participation in this class was based on teacher perceived need for additional English language development.

Teachers: The eight teachers in the study were members of two different sections of a course in developmental reading (Ed. 455) at New Mexico State University. Both sections had the same curriculum except one section spent eight weeks micro-teaching with the OLP materials, whereas the other section spent eight weeks tutoring students in the Las Cruces School District.

Training: The data were gathered by a team of four observers, after eight hours of training. The training consisted of: 1) discussing the categories of the instrument; 2) calling out behaviors while viewing videotapes of actual teaching situations; 3) recording behaviors on the actual instrument for a period of two minutes, after which there was a comparison of results and discussion of differences; and 4) recording behaviors for periods of eight minutes or more for purposes of testing reliability. This procedure was continued until a reliability coefficient of .80 was reached for all observers. Reliability was based on observer agreement of disruptive and non-disruptive behavior.

Observers were instructed to record each class of disruptive behavior which occurred in an interval regardless of how many other classes were recorded. The five classes of disruptive behavior and other behavior were compatible with each other but not with relevant behavior. Each category of behavior could be recorded only once per interval.

Procedure: The teachers in the study were randomly selected from the two sections of Ed. 455. Each teacher was given an hour to prepare a general teaching situation lesson suitable for a language development class. Numerous materials were made available to the teacher.

Children in the study were randomly assigned to groups of three and these groups were then randomly assigned to the teachers. At a designated time the

teachers were introduced to the children and escorted to a private room where the videotaping took place.

Data Collection Procedure

Data collection consisted of observing for five ten-second intervals and then resting or reorienting to another subject for one interval. Each observer recorded a child's behavior for a period of two minutes. One tape was used for warmup. During the next two tapes all observers recorded data on the same subject to reaffirm reliability. For the remaining six tapes, observers were assigned different children.

RESULTS

Table I and Figure I illustrate the percentages of occurrence for the different behaviors. The OLP trained teachers elicited fewer gross motor, noise making and other task behaviors. The non-OLP trained teachers elicited fewer verbalizations, orienting, aggression and relevant behaviors. Table II shows the analysis.

Using the Chi-square goodness of fit test, it was found that the two distributions in Figure I were significantly different at the .001 level. However, since the two categories of aggression and noise making accounted for the majority of the variance, the more general categories of disruptive and non-disruptive behavior were compared. The Chi-square goodness of fit test resulted in a significant difference at the .05 level.

DISCUSSION

The results indicate that the teachers from the different treatments elicited different patterns of responses from children. It is difficult to pin-point the cause of these differences. Kniefel's study seems to indicate that the differences

may have been due to more or less teacher reinforcement. Thomas, et. al. (1968) describe reinforcing behavior as either verbal, facial or physical contact. Although Kniefel recorded data relevant to all three classes, perhaps a more precise classification as to type and intent of touching, and verbal and facial behavior would be appropriate. Another factor that appears related to reinforcement, and was not reported, is the physical distance between teacher and child. Since close physical distance is stressed in the OLP training, it may have been a contributing factor.

Although reinforcement has been shown to affect relevant classroom behavior, it is not necessarily the only contributing factor. Medley and Metzel (1963) in the Handbook of Teacher Research point out that the amount of disruptive child behavior is negatively correlated with the amount and variety of classroom activities. This would indicate that the pacing of the lesson would be important in maintaining relevant child behavior.

In conclusion, it should be noted that there were several limitations in this study. First, the small number of teachers makes it difficult to generalize. Second, it was possible to examine only a limited number of teacher variables that could affect child behavior.

In view of these limitations, it seems desirable to continue the investigation of these variables. One possible step is to manipulate some of the independent variables (teacher behaviors) to see affects upon the dependent variables (child behaviors).

TABLE I

AVERAGE PERCENTAGES FOR SPECIFIC BEHAVIOR CLASSES

	OLP Trained	Non-OLP Trained
Gross Motor	25.8	30.6
Noise Making	.4	3.8
Verbalization	5.6	3.5
Orienting	4.6	2.3
Aggression	6.5	.4
Other	6.3	12.3
Relevant	61.	54.8

TABLE II

ANALYSIS OF STUDENT BEHAVIOR

Chi - Square Test	X^2	df
Relevant, Disruptive and Other Behaviors	43.79	6
Relevant and Non-Relevant Behaviors	4.44	1

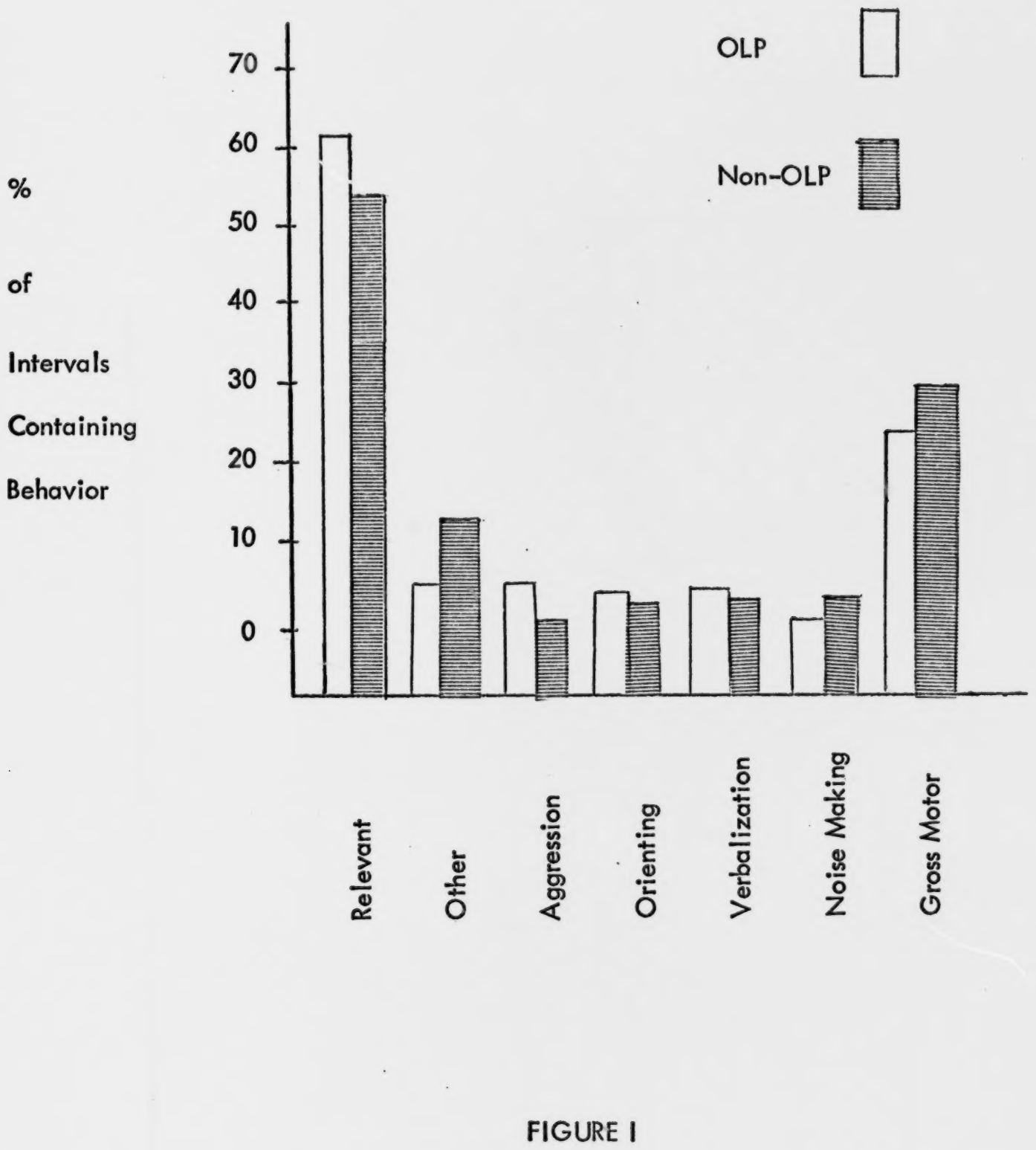
OLP
Non-OLP
% of Intervals Containing Behavior
70
60
50
40
30
20
10
0
Relevant
Other
Aggression
Orienting
Verbalization
Noise Making
Gross Motor

FIGURE I

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